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ABSTRACT

This issue of "The Goldfinch," a magazine of Iowa history for young people, features articles, stories, and activities concerning the history of persons and institutions that have cared for the children of Iowa. Among the articles included are "What about the Children?" "Iowa's Orphan Annie"; and "When Children Are Adopted." (DB)

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Cover

Katie Hemming and Mary Clark lived in the Soldiers' Orphans' Home in Davenport in 1870.

Editor
Carolyn Hardesty

Consulting Editors: Dr. Ken Cmiel, Associate Professor of History, University of Iowa, Iowa City; Rev. George Hanusa, Vice-President for Communication and Development, Lutheran Social Service of Iowa, Des Moines; Charlcie Parrish, Foster Care Unit Manager, State of Iowa, Des Moines. **Children's Advisory Board:** Tara Hoffman, Mount Vernon Middle School, Mount Vernon; Given Johnson, Horace Mann Elementary School, Iowa City; Rachel Hardesty, Willowwind School, Iowa City.

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Mark Meacham provided valuable editorial assistance.

Art by Jenny Koon

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Ideas about children have changed a lot in the past 160 years.

Fannie Blood, 1870

UNTIL THE LATE 1800S, CHILDREN WERE OFTEN seen as future workers on farms or in factories. Most people thought that if children were fed well and taught to obey, they would grow up to be good citizens.

Childhood was not very important. There was not a children's **culture** [*customs and activities*] as there is today. Children were seen as little adults. They were expected to be patient, to do what they were told, and to behave.

Those ideas have changed. We have learned that a healthy childhood is important to adult life. Of course, children need to learn to be patient and to obey, but they need other things, too. Their problems need to be fixed. Now, adults ask children to talk about their ideas, fears, and hopes.

Children's problems

Life is different now for children with problems. In earlier times, if a child's father died, the family often became destitute—so poor they didn't have enough money to pay rent or buy food. Few women had jobs then or the hope of finding one that would support a family. A woman could earn about one fourth of what a man was paid. Often the children or the whole family went to **poor farms** to live. [**Poor farms** and **alms houses** *were large buildings or farms where people lived if they had no job, no money, and nowhere else to live.*]

If a child had a mental or physical

problem, he or she might be moved to a place where other troubled people lived. Sometimes people with different kinds of problems lived in the same place. For instance, if both parents died, a poor child may have been moved to a farm or building where criminals were kept, too.

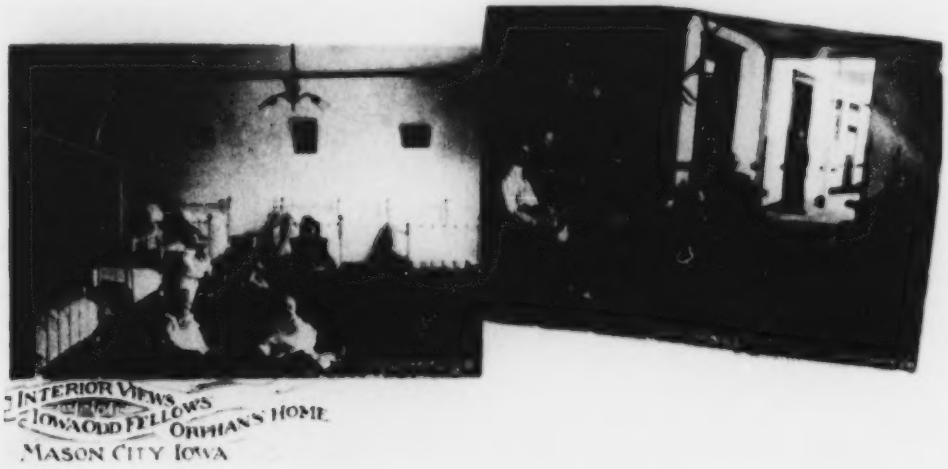
Taking people away

The old idea was to remove people from their regular lives and put them in the places where they could be taken care of. Often there was no school and no way to improve life. It was simply a place to sleep, and to be fed and sheltered.

Over the years, more and more private citizens gave money to help people in trouble. Churches often sponsored homes, such as orphanages, for children, too. Sometimes the government gave money to help people, too. By the late 1800s, some of the children's homes offered training for jobs and religious guidance. Most had farms and they were places to know friends.

In more recent years, both the state and private groups have changed their ideas about taking care of troubled children. Programs now help whole families. The goal is to keep children with their parents. Instead of seeing the child as needing punishment, adults see the child as having a problem that needs to be treated.

This issue of *The Goldfinch* shows how Iowa has taken care of its children during the past 160 years. Many of the changes in **treatment** [*finding out what's wrong and trying to cure it*] have happened because of our changing ideas about children. ■



One Iowa woman worked hard for Civil War soldiers and for children, too.

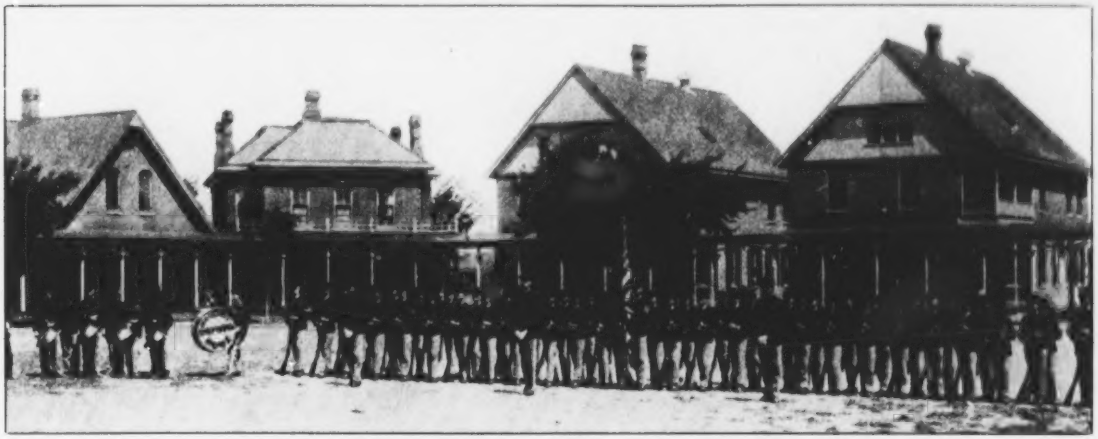
ANNIE TURNER WITTENMYER lived in Keokuk with her husband and son in the early 1800s. She began a school in her home, and gathered donations of books and shoes for poor children in that town.

When the Civil War began, Annie began to find ways to send supplies to the soldiers. She helped send bandages, preserved food, blankets, and clothing, such as stockings, sweaters, and shirts.

Wives and sisters sometimes followed their husbands and brothers to the battle zones. The women washed clothes and cooked food for the men. Sometimes Annie took supplies herself and helped the men who had been hurt.

She often listened to the wounded soldiers worry about their children at home. They feared that if they died or were disabled, their wives and children would have to go to a poor farm.

Annie Turner Wittenmyer



One activity at the Soldiers' Orphans' Home was military practice for boys, 10 to 14.

Helping the orphans

Annie urged the Soldiers' Aid Society in Iowa to see that they had a duty to help children who became orphans because of the war. In 1864, a home opened in Lawrence and 21 children moved in. Homes soon opened in Farmington and Cedar Rapids, too. Annie persuaded Congress to turn over the nearly new, but almost empty, Camp Kinsman to her group, the Iowa Soldiers' Orphans' Association. This place was eventually named the Annie Turner Wittenmyer Home. In 1865, 150 children lived there. Homes opened in Cedar Falls and Glenwood. From 1866 to 1876, there were usually about 720 children in the homes.

At Camp Kinsman, the children lived in cottages, where they lived a more family-like life. In 1876 the other homes closed and all of the orphans moved to the Davenport home. That year, children with other kinds of problems began living there, too.

In 1898, a person was hired to help find families for the children to live with. (People who are trained to help children and families are now called **social workers**.) Since that time, many such people have worked with children in the home and with those who continue to live in their own homes or in foster homes.

From orphans to children with other problems

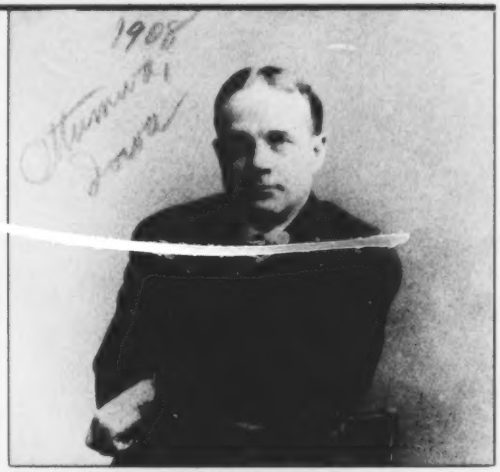
There were fewer and fewer orphans over the years, and by the 50s, none. In the

1960s, more and more emotionally disturbed children were assisted.

Two early residents gained fame in their adult lives. One was Billy Sunday, a preacher who traveled all over the world. The other was Wayne King, who played a trombone and later was the leader of a famous dance band.

When the home was 100 years old, it had cared for nearly 12,000 children.

The hard work and devotion of Annie Turner Wittenmyer helped many people during and far beyond her own life time. ■



Billy Sunday was once an Iowa Orphan.

This 1869 photo shows the west side of the Soldiers' Orphans' Home in Davenport.

Until 1934, children wore something special when they lived at orphanages. Find out what it was by answering the questions.

If you're not a child, you're an _ _ _ _.

Iowa's first orphanage was in _ _ _ _ _.

The boy police kept boys out of trouble in _ _ _ _ _ _ _ _ _ _ _ _.

Children who have troubles at home sometimes live in _ _ _ _ _ homes.

People trained to help children and families are called _ _ _ _ _ _ _

If you were living on the streets of New York 100 years ago, you may have come west on an orphan _ _ _ _.

One place poor or naughty children were sent sometimes was a _ _ _ _ _ school.

Children have not always been valued by society as they are now.

IN THE 1600s CHILDREN were shipped from England to Virginia where they worked for the men who owned the land. Later, in many places including Iowa, children were **bound out** [*loaned*] to work for people who paid them by giving them shelter and food. Children who refused to work could be put in jail.

These things began to change during the late 1800s and early 1900s. New laws helped children go to school and told adults how many hours children could work in factories.

The first orphanage in Iowa began in 1864, about 80 years after the first one in the U.S. Adoption became more difficult in the next 50 years because of strict laws.

Children's needs change

By the 1930s, three reasons caused the state to change some ways it cared for children.

One reason was better health practices. People knew more about staying well and how to recover from sickness. This meant that fewer parents died, so there were fewer orphans.

Second, the U.S. government was giving money to single mothers with small children so they could stay together.

Third, people were learning more and more about children. They were finding that

Children dot the steps of this orphanage about 1910.

children were usually better off in their own homes or a foster home than other large places, such as orphanages.

This desire to keep children in their homes has led to many programs to help families. But there are still children who need to be adopted, and there are still adults who are eager to do so.

In 1989, there were 1501 adoptions in Iowa. Half of the adoptions were of children going to families they didn't know. The other half were children being adopted by step-mothers or step-fathers or other relatives.

Adoptions from distant countries

In 1989, of the 269 adoptions done by **private agencies** [*a group that arranges adoptions, but it's not part of the state government*], 192 were foreign-born children brought to this country. That number is smaller than the year before, partly because Korea has changed its ideas about foreign adoption. That country used to freely send Korean children to U.S. parents. The new Korean president elected last year has changed that. Now, the country keeps many more of its children at home.

White couples used to adopt children of other races in the U.S., too.

Fewer of these adoptions happen now because more people believe that parents and children should match. Parents who adopt a foreign-born child need to learn about the differences in culture. Culture means the habits and customs of life in your place. It includes everything from the kinds of foods you eat to the style of clothing you wear to how you greet people.

When couples want to adopt babies from other countries, they are told to go to the library. They check out books about the living customs, foods, eating habits, music, and religion. They also meet other families to talk about problems and to teach each other. When the families get together, the children see other families with parents who are a different race than the child.

Adoptions are done by the Iowa Department of Human Services, by licensed private agencies, and by others, who are usually lawyers.

Which children need help from people who know how to make their family lives better?

Art by Jenny Koon

Millie's parents died and she has no relatives to live with.

Martha ran away from home.

Bryan won't practice his violin.

Susan has a cold.

Christopher's dad got so mad that he broke all their dishes.

Cora Bussey Hillis solves problems

by Elise Schebler Dawson

SAFE SWIMMING, GOOD EATING habits, a court system for children only. These things seem common to us now, but that wasn't always the way it was. One woman did a lot to help Iowa make life safer and better for its children.

CORA BUSSEY was born in 1858 in Bloomfield, near the Missouri border. When she was 25 years old, she and her husband, Isaac Hillis, settled in Des Moines. Cora was a busy young mother. She cared for five children and a younger sister.

One hot summer day, Cora's son spent the day swimming in the Des Moines river with his friends. The river was a favorite spot for children, but swimming there was dangerous. Every summer someone drowned. Cora worried for a long time that day. The worry helped her decide to try to change things. The children needed a safe place to swim.

Cora talked to many people about this problem. They helped her, and soon money was raised. A bathhouse was built on the river bank. Adults watched over the swimming area, and children who didn't own a bathing suit could rent one.

The swimming area was a success. Cora Bussey Hillis decided to do more.

Mothers educate themselves

She went to Washington, D.C. for a mothers **congress** [*meeting*]. The women at the meeting wanted to help parents and teachers improve child-rearing. Cora invited the congress to meet in Des Moines the next year, 1900.

Cora went back to Iowa and began to organize Mothers Clubs across the state. In that way, many Iowa mothers would attend the 1900 meetings. By May 1900, Iowa had

Cora Bussey Hillis takes care of babies at a fresh air camp.

644 Mothers Clubs. These clubs had many projects. Some collected clothes for needy children. Others worked for better health and safety at schools. Some planned ways to improve home and family care. Many women came to the 1900 Mothers Congress.

Cora thought of more ideas to help children.

Young law-breakers

Imagine being a child in 1900. If you committed a crime, you would be treated like an adult. You would be put in jail and go to court, like an adult. If you were found guilty you would be sent to prison with adults. Cora felt this was wrong. A child could not be expected to behave like an adult, so a child should not be punished like an adult.

What Cora wanted was a juvenile court for young people. This would be separate from the adult court. Children would stay in special homes that were separate from the adult jails. The children would be guarded by trained probation officers instead of police.

Other states had juvenile courts that worked well. Cora asked many people to

Cora Bussey Hillis

help her persuade the Iowa government to vote for a juvenile court, too. Ministers gave sermons, and labor unions and clubs told their members to help. Cora's efforts convinced legislators to pass the Juvenile Court Bill. This was a victory for Cora and the children of Iowa.

The juvenile court changed in 1967 so that children could have all of the rights that adults have. Before that time, the judges tried to make the best decisions for the children. Now, lawyers make many decisions for the children. Some people think there are better ways to help.

Learning from small children

Then Cora began thinking about the advice women received on child-rearing. She learned that a lot of it came from imagining and not from watching and studying real children. In fact, more was known about raising animals than raising children.

So Cora wanted a Child Research Study Station. In this place, adults could learn more about the ways children grow. The researchers could find better ways to care for children from baby years into the teens. Iowa parents would be able to take better care of their children.

Cora had trouble getting this project started.

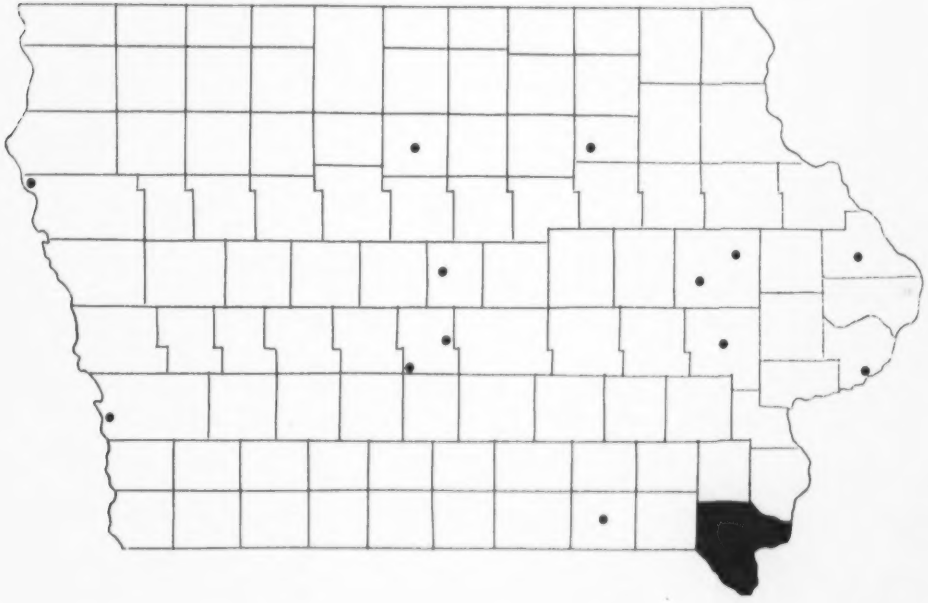
During delays in her work, she set up a camp for mothers with small children in the hot summer of 1912. She and other women rocked restless babies while the mothers slept.

In 1917 Cora tried again to persuade the state to give money to study children. Some legislators still did not support Cora's idea.

Then the U.S. entered World War I. Many young men wanted to fight, but a lot of them could not pass the physical exam. In one day in Des Moines, 259 young men were tested, but 209 did not pass. Most of their problems were physical handicaps from a poor upbringing. This helped Cora win her battle. The bill was passed.

Cora promoted good child care until her death in 1924. She helped Iowa's children and parents in many ways. ■

Below the map is a list of the towns and counties mentioned in this issue of The Goldfinch. Do you know where they are? Fill in as many as you can. Then find an atlas or a road map to fill in the others.



Clarion
Lee County
Mitchellville
Waverly
Central City

Bettendorf
Davenport
Ames
Cedar Rapids
Iowa City

Andrew
Bloomfield
Des Moines
Council Bluffs
Sioux City

Read about the children and try to guess how these problems would be solved in 1890 and in 1990. There is no one answer, but what might happen would be quite different in 1890 and 1990. Look at page 17 to learn about how changes in a hundred years may have changed the lives of William, Jessica, and Marcus.

These children have problems.

William is four. He has two sisters. His father owned a dairy, but he recently got sick and died. What will happen to William?

Jessica was born with a bad spine. She can't walk, and she can't speak clearly.

Marcus was born into a family that doesn't love him. His parents yell at him a lot and never cuddle him.

Here are some solutions.

1. William will go to work in a button factory and live on his own.
2. William's mother will get a job at an insurance office and life will go on as before.
3. William will go to live in an orphanage because his mother doesn't have money to keep the family together.

1. Jessica will stay at home while her brothers and sisters go to school.
2. Jessica will have an operation and get special help so she can learn to speak clearly.
3. Jessica will be placed in a big building far from home where people will feed her and bathe her until she's old.

1. Marcus will grow very quiet. His parents feed him, but other than that, they ignore him.
2. A doctor learns about Marcus and he and others investigate. Then they take him away to live in a special hospital where doctors and others can try to help him.
3. People hear about Marcus, but they don't think they can do anything about it, so they don't try.

What might happen in

William would probably go to an orphanage.

Jessica might be sent away to a big building where she would be cared for. But she wouldn't get any help to make her better.

Marcus would be called insane and might be stuck away in a room for most of his life.

What might happen in

William's mother could get a job and some money from the county until she could earn enough to support her family.

Jessica would have an operation for her back. Trained people would help her learn to walk and speak well. She would go to special schools but live at home.

Marcus would be taken to a special home called a residential treatment center. He is emotionally disturbed, and trained people would try to help him get better.

The photos on pages 18 to 21 are from the Tanager scrapbook. They are from the 1930s and 1940s.

Today, one of the most common ways that we help children stay in homes is through foster care.

IOWA'S LAST ORPHANAGE closed about 20 years ago. Now, young Iowans who need homes away from their own homes are put in foster care for a while.

Foster means to care for and help. Foster homes are regular homes were children can live.

There are about 4,000 Iowa children in foster care now. Half of them are living with families that have either one or two parents in their homes. The other half are in foster group care.

Who lives in foster homes?

Children usually enter foster care because their own families have problems. Sometimes children are hurt either on their bodies or in their minds, or they may be sexually abused, or not cared for. If a teacher or doctor sees that a child needs protection, other adults check to see if the child should go to another home for a while.

Sometimes families ask for foster care for one of their children. This may happen if a child has multiple handicaps, such as a child who can't walk or feed himself or herself or children who need strong adults to lift them and change their clothing. Foster care helps these parents get help for their children.

Sometimes children in foster care also spend time with a special counselor.

People now believe that the best place for children is in their own homes. Special counselors have many ways to help

families work on problems. Sometimes a family tries to get better for a long time. But if a child's family has too many problems to solve, the child may go to a new home.

The goal of foster care is to place children where they are safe and happy. A good foster home provides chances to feel loved and to be a part of a family. The people who run foster programs try to find a place that is best for that child, depending on age, school, and the foster family.

Both the state of Iowa and private groups called "agencies," such as Lutheran Social Service of Iowa, run foster care programs all over the state.

Becoming a foster family

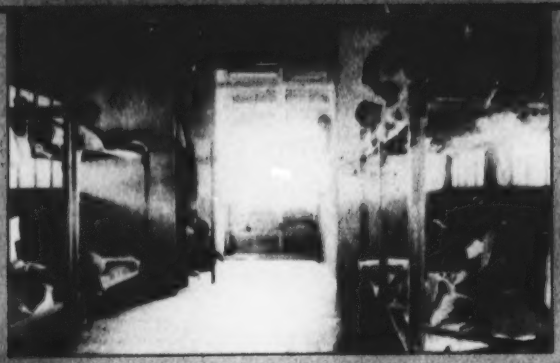
Families who want foster children must apply for a license. Families can have either one parent or two, but the total number of children, including the family children and the foster children can't be more than five.

Lined up for a ← photo.

↓ A pyramid

Adults take classes to learn about caring for foster children. They learn how to work with **social workers** [*people who help foster children and other people in need*]. Special social workers make sure the home would be a good foster home, too. Families can apply through their county offices or through a private group.

Foster care can be a good way for children to have a home away from their own homes. Sometimes, though, a child may be moved from home to home. This is not good, so some people believe that good orphanages might be the best homes. ■



The boys cabin at camp in 1937.

GROUPS OUTSIDE OF STATE government help children, too. These groups work with the state. They share money and ideas for good ways of helping children.

The largest provider is Lutheran Social Service of Iowa (LSS), which began from an orphanage in Stanton in 1870. LSS helps children in many ways.

One service LSS provides is the Family Preservation Program. To preserve something is to save it, and the state wants to help save families. A social worker is on call 24 hours every day. Families can get help in the day or at night.

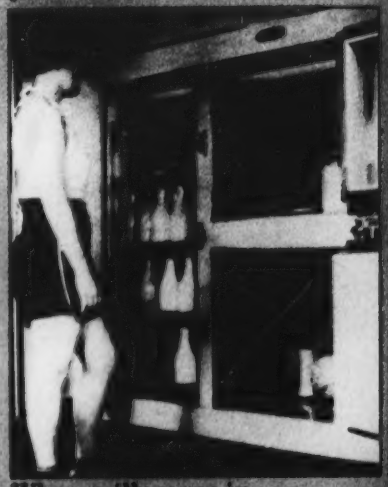
This program has been used for a few years in Sioux City, Davenport, Bettendorf, and in parts of central Iowa, including Des Moines and Ames.

LSS also provides daytime help to families. Trained people give family members advice and ideas for solving problems. There is also special help for parents and foster parents who are caring for children who are very troubled. All of these plans help children stay in regular homes, even if it's not the home they grew up in.

When children are too sad, too hurt, or too upset to be cared for at home, they are moved to a place where specialists can try to help. Some live in group homes where caregivers live with several children. Some go to special buildings, which are more like hospitals.

Other kinds of help——

Tanager Place in Cedar Rapids also helps children with emotional, physical, and behavior problems.



When milk came in bottles

Tanager has existed for 111 years. Children who live at Tanager now need special attention. What is special attention? Being helped by trained adults. The adults are trained to be good parents. They give praise to children for doing things well. They teach and guide the children. When a child acts badly, the workers speak calmly, and they never hit a child.

The school has activities for the whole day. One of those activities might be art therapy, where students use art to think about their problems.

Most children who come to live at Tanager stay less than a year. Then they go home or perhaps to a special foster home.

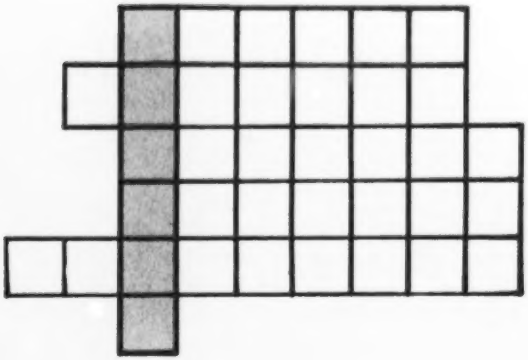
Another Tanager program is Camp Tanager, which used to be called Camp Good Health. It is east of Cedar Rapids and began in 1926. At first it was a camp for children with health problems. Now many children go there; last year over 600 went.

Other volunteer activities help children, too. Many Iowa communities have Big Brothers/Big Sisters. Adults make friends with children who live in one-parent families. They do things together like going to movies or on picnics. ■

A basketball team with one clown.

What has two to twenty (!) people and is a great place to grow up?

Put the bold words into alphabetical order on the lines below and the colored blocks will spell the answer.



In Iowa City, one of the programs for teen-agers is called United Action for **Youth**.

Many programs for helping children and families use **volunteer** help.

Reform schools taught school subjects and good **manners** to children.

Foster care helps children who have troubles in their homes.

A common activity that people enjoy doing together is growing a **garden**.

Big Brothers/Big **Sisters** matches children of one-parent families with an adult friend.

by Jean Florman

IN 1892, MINNIE KETCHUM ARRIVED in Clarion after a long, hot train ride from her home in New York City. Minnie, her brother, and two sisters had been sent by the Children's Aid Society to be adopted by farmers or townspeople. Although Minnie was too young to know it, she had traveled on one of the famous "orphan trains."

During the 1800s, thousands of children lived on the streets of New York City. Some families had no homes, and some children had no parents. Children who were caught begging or stealing were often put into prison with adult criminals.

Minister Charles Loring Brace was so shocked by the treatment of homeless city children that, in 1853, he started the Children's Aid Society to help them.

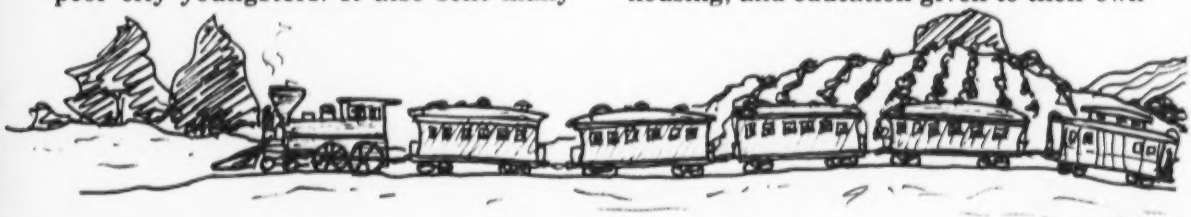
Sending the children west

The Society provided places to live, education, jobs, and religious training for poor city youngsters. It also sent many children to the small towns and farms of the Midwest states, including Iowa. Brace believed that rural life was **wholesome** [*good for you*], and that city **waifs** [*children who seem to belong nowhere*] would benefit by growing up in loving farm families. Between 1854 and 1929, trains carried about 100,000 children from New York and another 50,000 from other eastern cities to families in the West or Midwest. The number that came to Iowa was 6,675.

Many children who rode west on the trains were indeed orphans, but some—like Minnie Ketchum—were not. Often the society convinced parents who were poor that their children would be better off growing up on a farm, away from the poverty and slums of New York City.

Farm life for orphans

Farm families were supposed to provide orphan train children with the same food, housing, and education given to their own



This scene at the Central City depot looks quite a bit like the days when an orphan train arrived.

children. In return, the youngsters would work the long, hard hours expected of all farm children of those times.

Newspaper advertisements announced the arrival of orphan trains, and the children were often met by large crowds of people. The children were lined up and, says Minnie Ketchum, "one child would step up and whoever wanted him, took him." Brothers and sisters were not always kept together. Minnie Ketchum, her sisters, and brother were taken by different families. Not all the families were as loving as hers.

Ketchum recalls, "My brothers and sisters didn't get into such good homes. The man who took my brother took him to work. That was all he wanted him for. The father wasn't good to him." But about the family that chose her, Ketchum says, "I couldn't have had a better family if I'd been born into it. They took me because they wanted me."

Ideas about children change

By the turn of the century, adults were changing their ideas about children and what was best for them. Instead of being

thought of as little workers, children were seen as special. Labor laws protected children, and, in New York and other cities, children had to attend school. With the invention of new machines like the tractor, fewer youngsters were needed to work on farms.

People began to help keep poor city families together and improve housing, health, and education.

The Children's Aid Society, too, found ways to help poor children have better lives in their city homes. Fewer city children were sent west. In 1929, the orphan trains ended.

■

Joan Lowery Nixon has written several books on this topic. They include *A Family Apart, Caught in the Act, In the Face of Danger, A Place to Belong.* Another book on the subject is *An Orphan for Nebraska* by Charlene Joy Talbot.

BEGINNING IN 1854, a special home in Iowa City welcomed trainloads of orphans from New York City. The Orphans' Home of Industry was located on several acres of prairie farmland near today's Shimek School, in the northeast part of town.

Charles Collins Townsend, a minister, started the home "for the benefit of poor and friendless children."

Five hundred children lived at the home during its 14 years. Among them was "George, in pitiful condition on the streets," "John, found in a bake house," and "lame Susan whose parents died of cholera."

Townsend and his wife taught the children to read and write, as well as to raise crops, cows, and chickens. At one time, the children kept a flock of 112 sheep—each with its own name.

But many people in the community did not share Townsend's dream of providing a new life for poor city children in the Iowa frontier.

One person complained about the "juvenile vagrants" [*wanderers*] becoming "evil influences among us." Other townsfolk worried about whether Townsend could raise enough money to support the home. When he couldn't get money or support from the community, Townsend sold the Orphans' Home, and moved to New York, where he died in 1869.

■

[redacted]

By Rebecca Johnson

NEARLY 100 YEARS AGO, a clever policeman thought of a way to keep boys out of trouble.

On Halloween, in 1903 in Council Bluffs, Police Chief Richmond sat at his desk thinking about a way to keep boys from playing bad tricks on holiday nights.

While he was thinking, the leader of a naughty group of boys was brought into the station. His name was "Skinny." The chief talked with him to learn why the boys of Council Bluffs played so many tricks.

When Chief Richmond saw Skinny admiring his badge, he got an idea. The chief made Skinny a special police officer. Then Skinny was in charge of making sure that the other boys didn't do bad things. When Skinny's friends found out about his new job, they all wanted to be police officers too. That day, the boy police squad of Council Bluffs was formed.

The 25-member boy police squad was the first of its kind in the United States. Each boy received a gold star and a billy club, just like the adult officers. Unlike the adults, though, the boy

police could stop other boys ahead of time from doing what they shouldn't be doing. It wasn't because the boy police used force but because everyone wanted to be part of the special squad.

Chief Richmond selected a new group of boys for each holiday night. To be eligible for the squad, a boy must have had no trouble with the police for one year. Also, any boy who had been on the squad one year had to wait another year before he could be chosen again.

Each time the chief selected a new group, hundreds of boys showed up for the 25 positions.

Chief Richmond's idea was one early way that children were helped without taking them away from their families. ■

28
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JACOB G. SCHNEIDER grew up in the Lutheran Orphans' Home in Waverly. Years before, this home was the first orphanage in Iowa. It began in Andrew before it was moved to Waverly in 1900.

Jacob entered the orphanage when he was 9½ months old. Two sisters and a brother came along, too. Young Jacob went to the orphanage because his father was both working and trying to go to school; he became very ill. The family had no money, so the mother went to the county home for poor adults. The children had to go to the orphanage.

"In all my younger years, never can I remember being taken into open arms and being loved tenderly. We were sheltered, clothed, and fed, and we were strictly disciplined. But genuine motherly love was a warm personal attachment that would continue to elude us."

The two places were only ten miles apart, but Jacob didn't know about his mother until he was 16. A woman at the orphanage drove him to see her. His mother was sad and depressed for a very long time and became mentally ill.

Life at the Orphanage

The first bell of the day meant it was time to get up. The small children had to wait until the older girls came to lower the sides of their cribs. Then it was bath time.

Jacob and Vaylord Zimmerman became close friends — in play and in mischief. To find more toys and tools for the sandbox, they went behind the smokehouse where garbage was put. They found broken jars of canned meat and beets. The odor of the meat was bad, and they left it alone. But they ate the beets, and the juice dripping down their faces and clothes looked like blood, which scared everyone.

The boys also picked flowers, which they weren't supposed to do, and they had fun chasing butterflies. In one chase, Jacob ran onto a wet, smooth slab of cement. The man who laid it was patient and rubbed it flat again.

Growing older

As he grew, he moved to the Boys' House, "where we grew up as a family of brothers." They learned to obey, too.

"Work was our lot. We didn't ever know of a shortage of work. At every turn, it was do this, do that! [This] would serve us well in later years. We . . . were capable of good performance when we needed to prove our worth when we started out into the world on our own."

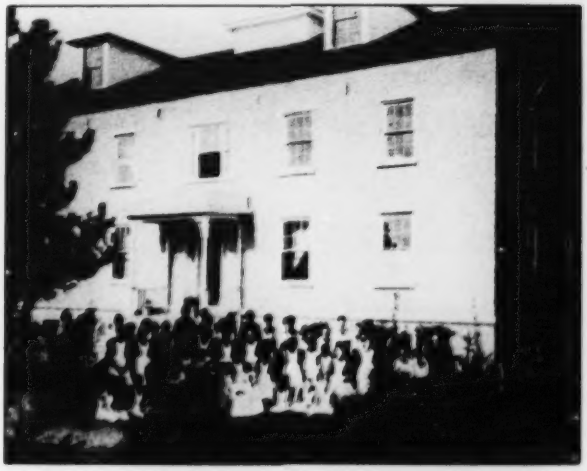
Sundays were different. There was no work, but there was inspection. After the morning bell, the children lined up to be checked for clean hair, clean ears, and clean hands. Then they marched to church.

Gardening was a big activity at the home. So was school. When Jacob grew older, he had a teacher named Julius Bredow. They called him Teacher Bredow. He expected students to be on time, to speak properly at school, to be patient with other students, and to act well. He had sayings to remind them of that. He said, "School is a time to learn that everything has its place, and when things are in place, then there is order."

Jacob said that Teacher Bredow was kind, not bossy. The students obeyed him because they liked the way he acted. They respected him.

The school was near a railroad track, and the children could see the train stop and then go in reverse down a short track into Waverly. The children made a game called "Dinkey." They stood in a line, with their hands on the hips of the person in front of them. When the first person said "Toot," the line moved backward around bushes and poles.

Jacob left the home in 1931, during the Depression. He found some work picking corn and doing other farm work. Later he drove a truck and then became manager of the trucking business. In 1955, he started his own milling business. ■



Iowa's first orphanage. Andrew, 1864.

EVERYTHING WE DO and all the things that happen to us make us who we are. Our friendships and our family lives, our activities, and all that we learn mix together to help form us.

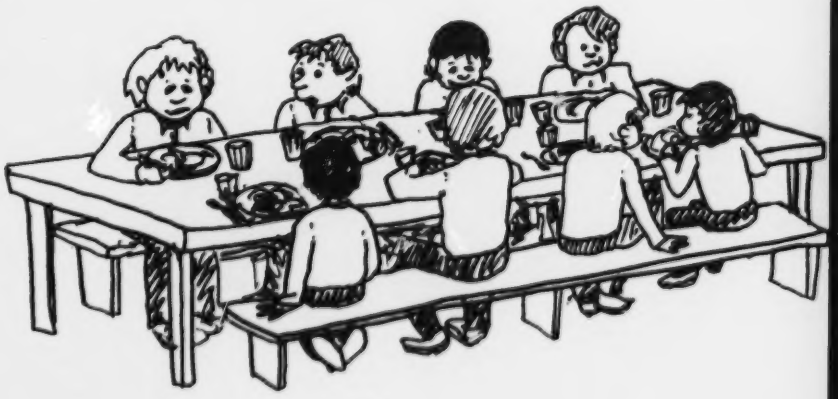
We expect schools to form us, too. We learn many things from teachers and books, of course. We also learn about being with groups, how to talk with people, and how to play games. To reform is to change or to make different. When we learn things we become different.

But "reform schools" used to be the name for schools for "problem children." Sometimes the problem was that they had no parents. Sometimes they misbehaved in school. Sometimes they lived on their own or made trouble in the town. Sometimes they were simply poor. Children with many different kinds of problems were put in reform schools.

Reform schools were places to live. They had school classes and religious lessons. Sometimes the children made friends and lived happy lives. Other times they were very sad and ran away. Often people thought of reform school as a place to put bad children and teenagers.

An early reform school

Iowa's first reform school was in Lee County. It was built in 1868 and was the second reform school in the country. It was called Glenwood. Boys there learned how



Jenny Koon

to make shoes and clothing. Like many early schools of this type, Glenwood had a farm, and the children helped with the farming. Some of the produce was used for their meals, and some of it was sold. They also learned school subjects.

Each boy worked four hours and attended school four hours. On Saturday afternoons, the boys played. On Sunday they went to church and had outings.

The goal was to *reform* rather than to *punish*. A trust system was used on the boys instead of "bolts and bars." This worked well. A report in 1871 said that none of the boys ran away from the school.

Education was more than school subjects and job skills. The adults gave moral leadership, and they taught the children to keep themselves clean, to be polite, and to use good manners.

The girls' school——

An early reform school for girls was in Mitchellville.

For 17 years, a Quaker minister and his wife, Lorenzo and Angie Lewelling, ran Mitchellville. They taught and guided the girls. Even after the girls left the school, Angie wrote to them.

In the school's first 30 years, 804 girls lived at Mitchellville. Most of the girls were called **incorrigible** [in COR idg a bul: *stubborn, behaving badly*]. Most of the girls were from poor families and had lost one or both parents through death or divorce. Most of them were 13 to 15 years old though there were some as young as seven.

One girl was from a wealthy family. She had tried to poison a step-parent, and she was too stubborn and too mad to change her ways.

Many of the girls had

lived on their own as maids, or workers in button, candy, or cigar factories. Three had traveled with acting groups.

Sometimes when families had sudden problems, such as a lost job or a death in the family, a daughter was sent to Mitchellville because the family couldn't afford to keep her.

Reform schools were homes for many children with different kinds of problems. ■

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